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ABSTRACT

This document, which reflects Mississippi's statutory requirement that instructional programs be based on core curricula and performance-based assessment, contains outlines of the instructional units required in local instructional management plans and daily lesson plans for child care and guidance management and services I and II. Presented first are a program description and course outlines. Section I contains curriculum frameworks for both courses, and section II contains outlines of the instructional units required in each course. Units in course I are as follows: orientation and safety, stages of child development, care giving skills, protecting children's health and safety, practicing developmentally appropriate activities, and employability skills. Course II contains the following units: the child care professional, creating a safe and healthy environment, planning the program, and program management. Each unit includes suggested time on tasks, competencies and objectives, teaching strategies, assessment strategies, and resources. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profiles for both courses. (YLB)

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# Mississippi Curriculum Framework for Child Care and Guidance Management and Services

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# MISSISSIPPI

# CURRICULUM FRAMEWORK

# FOR

# CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

# (PROGRAM CIP: 20.0201 - CHILD CARE & GUIDANCE WORKERS AND MANAGERS)

August 1, 1995

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# FOREWORD

The courses in this document reflect the following statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended:

> The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such programs in the public schools as part of the State Program of Educational Accountability and Assessment of Performance. . .
>
> The department shall provide that such program or guidelines . . . are enforced through the performance-based accreditation system.
>
> The local school board must adopt the objectives that will form the core curriculum that will be systematically delivered throughout the district.
>
> Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.
>
> There shall be an annual review of student performance in the instructional program against locally established standards.

Each secondary vocational-technical course consists of a series of instructional units which focus on a common theme. All units have been written using a common format which includes the following components:

- Unit Number and Title
- Suggested Time on Task - The number of days of instruction that should be required to teach the competencies and objectives of the unit. For secondary occupational programs, a "day" represents a two-period block of instruction.
- Competencies and Suggested Objectives
  - A **Competency** represents a general concept of performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies in the curriculum framework.
  - The **Suggested Objectives** represent the enabling and supporting knowledge and performances that will indicate mastery of the competency.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each suggested objective. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include classroom discussions, laboratory exercises, and student assignments. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.
- Suggested Resources - This section indicates some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

The following guidelines were used in developing the curriculum framework in this document and should be considered in developing local instructional management plans and daily lesson plans:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For a one-year course, this means that the content of the existing units of instruction should represent approximately 135 days of instruction. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional units of instruction within the course related to topics not found in the state framework.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep Initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the units of instruction within a course is left to the discretion of the local district. Naturally, foundation units related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other units related to specific skill areas in the course, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

## ACKNOWLEDGEMENTS

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# PROGRAM DESCRIPTION

Program CIP: 20.0201 - Child Care & Guidance Workers and Managers

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

Child Care and Guidance Management and Services is an instructional program designed to provide instruction for occupational training in the area of child development. (This program may be taught in a school-based child care laboratory or with field experience laboratory activities provided.) Units include: Orientation and Safety, Stages of Child Development, Care Giving Skills, Protecting Children's Health and Safety, Practicing Developmentally Appropriate Activities, Employability Skills, The Children Professional, Creating a Safe and Healthy Environment, Planning the Program, and Program Management.

# COURSE OUTLINE

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I

| Unit # | Unit Title | No. of Days |
|---|---|---|
| Unit 1 | Orientation and Safety | 15 |
| Unit 2 | Stages of Child Development | 30 |
| Unit 3 | Care Giving Skills | 30 |
| Unit 4 | Protecting Children's Health and Safety | 30 |
| Unit 5 | Practicing Developmentally Appropriate Activities | 30 |
| Unit 6 | Employability Skills | 15 |

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II

| Unit # | Unit Title | No. of Days |
|---|---|---|
| Unit 1 | The Child Care Professional | 15 |
| Unit 2 | Creating a Safe and Healthy Environment | 60 |
| Unit 3 | Planning the Program | 55 |
| Unit 4 | Program Management | 20 |

# SECTION I:

# CURRICULUM FRAMEWORK

# FOR

# CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

# CURRICULUM FRAMEWORK

**Course Name:** Child Care and Guidance Management and Services I

**Course CIP Code:** 20.0201

**Course Description:** Child Care and Guidance Management and Services I is the entry level course of the secondary Child Care and Guidance Management and Services program. Students in Child Care and Guidance Management and Services I will gain foundation competencies related to safety, child development, care giving, health, activities, and employability skills. (2-2½ Carnegie Units depending upon time spent in the course.)

**Competencies and Suggested Objectives:**

1. Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.
   a. Investigate educational and career opportunities related to children to include postsecondary educational options, entry level jobs, paraprofessionals, and professionals.
   b. Update the student's Career/Educational Plan.
   c. Examine the need for studying children to include attitudes, benefits, characteristics, and influences of development.
   d. Describe leadership opportunities available from student youth organizations in the school and community, including HERO.

   *Related Academic Topics (See Appendix A):*
   *C1,C5,C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*
2. Identify responsibilities of care givers for protecting children's health and safety.
   a. Identify emergency, evacuation, equipment, and materials safety procedures according to school and classroom policies.
   b. Identify emergency, evacuation, equipment, and materials safety procedures related to child care.
   c. Identify the importance of proper sanitation practices.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*
3. Introduce areas of development from conception to birth.
   a. Describe the stages of development of an unborn child.

b. Describe how heredity and environmental influences affect prenatal development.

*Related Academic Topics (See Appendix A):*

*C1, C2, C3, C6*
*M2*
*S1, S7*

*Workplace Skills (See Appendix B):*

*WP2, WP6*

4. Introduce areas of development from birth to six years.
   a. Discuss ages of children and appropriate developmental stages.
   b. Discuss the social, emotional, intellectual, and physical developmental areas of the child from birth to six years.

*Related Academic Topics (See Appendix A):*

*C1, C3, C6*
*M1, M2*
*S1, S7*

*Workplace Skills (See Appendix B):*

*WP1, WP6*

5. Identify guidance techniques for behavioral management.
   a. Name and define the guidance styles to include authoritarian, authoritative, democratic, and permissive.
   b. Identify appropriate verbal and nonverbal guidance techniques.
   c. Discuss and recognize factors involved in positive personality traits in children, to include motivation, assertiveness, initiative, redirecting of behavior, and adapting to peers.

*Related Academic Topics (See Appendix A):*

*C2, C3,* C5, C6

*Workplace Skills (See Appendix B):*

*WP2, WP6*

6. Analyze the effects of the child care giver's involvement and of the environment on children's behavior.
   a. Identify the purpose and techniques used for observing children.
   b. Discuss the reasons for children's behavior.
   c. Recognize the caregiver's level of involvement in children's daily routine including free and directed play.

*Related Academic Topics (See Appendix A):*

*C1, C2, C3, C6*

*Workplace Skills (See Appendix B):*

*WP2, WP6*

7. Review providing for children's nutritional needs for growth and energy.
   a. Discuss food pyramid and daily requirements for children including snacks.
   b. Discuss importance of nutrition and physical and intellectual development in children.

*Related Academic Topics (See Appendix A):*

*C1, C2, C5*
*M1*
*S1, S5, S8*

*Workplace Skills (See Appendix B):*

*WP2, WP5, WP6*

8. Discuss child safety and the responsibilities of parents and caregivers for safety of infants and children up to age six.
   a. Explain ways to protect children from diseases and illnesses.
   b. Discuss the part immunization plays in the prevention of illness.
   c. Recognize emergency situations and plan appropriate responses to include first aid, CPR, and basic rescue.
   d. Discuss types of child abuse, prevention, and reporting processes.
   e. Demonstrate the ability to clean and sanitize equipment and facilities used by the children.
   f. Create a safe environment for young children using simple safety practices.

*Related Academics (See Appendix A):*

*C2, C3, C4, C5*
*M1*
*S1, S5, S7,S8*

*Workplace Skills (See Appendix B):*

*WP2, WP5, WP6*

9. Analyze the importance and purpose of play.
   a. Discuss physical development, intellectual and cognitive development, social development, and creativity which occur during play.
   b. Plan and present an age appropriate activity related to each of the following areas: art, music, language, science, pre-math, and social studies.
   c. Demonstrate the ability to interact with children in a real life situation.

*Related Academic Topics (See Appendix A):*

*C1, C2, C3, C4, C6*
*M1, M7*
*S8*

*Workplace Skills (See Appendix B):*

*WP2, WP3, WP5, WP6*

10. Explore skills and procedures necessary for seeking employment in the child care area.
   a. Discuss the process of researching and critiquing a child care occupation.
   b. Describe the method for preparing a resume.
   c. Identify the appropriate procedures for participating in an interview.

d. Demonstrate the correct procedure for completing an application form.
e. Discuss the correct procedure for preparing a letter of application.

*Related Academic Topics (See Appendix A):*
*C1, C2, C4,*

*Workplace Skills (See Appendix B):*
*WP2, WP3, WP6*

11. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.
    a. Design and arrange indoor and outdoor environment appropriately for the developmental age to encourage positive child management.
    b. Select age appropriate indoor and outdoor play equipment and materials for physical, cognitive, social, and creative play.

    *Related Academic Topics (See Appendix A):*
    *C2, C4, C5, C6*
    *M1, M7*
    *S8*

    *Workplace Skills (See Appendix B):*
    *WP2, WP6*

12. Employ guidelines for learning experiences.
    a. Identify characteristics of different types of quality child care programs.
    b. Develop and demonstrate of a daily plan utilizing cognitive skills for a preschool program such as cognitive skills, time blocks, various activities, and learning centers.
    c. Specify planning procedures using unbiased enrichment activities for preschool children including exceptional and culturally diverse children based on Piaget's developmental stages.
    d. Relate appropriate parent/teacher communication.

    *Related Academic Topics (See Appendix A):*
    *C1, C2, C4, C5, C6*
    *M1, M7*
    *S8*

    *Workplace Skills (See Appendix B):*
    *WP2, WP4, WP5, WP6*

13. Discuss the operation of a quality child care center.
    a. Interpret the standards and policy operations of the Mississippi Department of Health for licensing of child care centers.
    b. Identify and demonstrate appropriate management practices to include completion of records necessary for operation of a child care center.

    *Related Academic Topics (See Appendix A):*
    *C1, C2, C3, C5*

    *Workplace Skills (See Appendix B):*
    *WP1, WP2, WP4, WP6*

# CURRICULUM FRAMEWORK

**Course Name:** Child Care and Guidance Management and Services II

**Course CIP Code:** 20.0290

**Course Description:** Child Care and Guidance Management and Services II is the advanced level course of the Child Care and Guidance Management and Services Program. Students who enroll in Child Care and Guidance Management and Services II will gain foundation competencies related to professional child care, safe and healthy environments, program planning, and program management. (2-2½ Carnegie Units depending upon the time spent in the course.)

**Competencies and Suggested Objectives:**

1. Review occupational and leadership opportunities in Child Care and Guidance Management and Services.
   a. Continue to investigate educational and career opportunities.
   b. Re-examine leadership opportunities available from student youth organizations in the school and community, including HERO.

   *Related Academic Topics (See Appendix A):*
   C1, C5, C6

   Workplace Skills (See Appendix B):
   WP2, WP3
2. Examine characteristics of a competent child care worker.
   a. Employ appropriate job communication skills (both verbal and written).
   b. Identify the personal characteristics of a competent child care worker to include attitude, appearance, and work ethics.
   c. Outline the procedures for preparing a personal and professional portfolio.

   *Related Academic Topics (See Appendix A):*
   *C1, C3, C5, C6*

   *Workplace Skills (See Appendix B):*
   *WP1, WP2, WP3, WP4, WP6*
3. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.
   a. Design and arrange indoor and outdoor environment appropriately for the developmental age to encourage positive child management.
   b. Select age appropriate indoor and outdoor play equipment and materials for physical, cognitive, social, and creative play.

*Related Academic Topics (See Appendix A):*

*C2, C4, C5, C6*
*M1, M7*
*S8*

*Workplace Skills (See Appendix B):*

*WP2, WP6*

4. Employ guidelines for learning experiences.
   a. Identify characteristics of different types of quality child care programs.
   b. Develop and demonstrate of a daily plan utilizing cognitive skills for a preschool program such as cognitive skills, time blocks, various activities, and learning centers.
   c. Specify planning procedures using unbiased enrichment activities for preschool children including exceptional and culturally diverse children based on Piaget's developmental stages.
   d. Relate appropriate parent/teacher communication.

*Related Academic Topics (See Appendix A):*

*C1, C2, C4, C5, C6*
*M1, M7*
*S8*

*Workplace Skills (See Appendix B):*

*WP2, WP4, WP5, WP6*

5. Discuss the operation of a quality child care center.
   a. Interpret the standards and policy operations of the Mississippi Department of Health for licensing of child care centers.
   b. Identify and demonstrate appropriate management practices to include completion of records necessary for operation of a child care center.

*Related Academic Topics (See Appendix A):*

*C1, C2, C3, C5*

*Workplace Skills (See Appendix B):*

*WP1, WP2, WP4, WP6*

# SECTION II:

# CURRICULUM GUIDE

# FOR

# CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

# CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 1: ORIENTATION AND SAFETY (15 days)

**Competencies and Suggested Objectives:**

1. Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.
   a. Investigate educational and career opportunities related to children to include postsecondary educational options, entry level jobs, paraprofessionals, and professionals.
   b. Update the student's Career/Educational Plan.
   c. Examine the need for studying children to include attitudes, benefits, characteristics, and influences of development.
   d. Describe leadership opportunities available from student youth organizations in the school and community, including HERO.

   *Related Academic Topics (See Appendix A):*
   *C1, C5, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*
2. Identify responsibilities of care givers for protecting children's health and safety.
   a. Identify emergency, evacuation, equipment, and materials safety procedures according to school and classroom policies.
   b. Identify emergency, evacuation, equipment, and materials safety procedures related to child care.
   c. Identify the importance of proper sanitation practices.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C6*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*

***Suggested Teaching Strategies:***

1. *Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.*
   a. *Have students survey future educational and job opportunities through employer visits, resource person(s), telephone calls, help-wanted ads, or site visits and then report their findings in a written and/or oral report.*
   b. *Have student update his/her Career/Educational Plan to reflect accomplishments and plans for future educational and occupational activities.*

c. *Discuss the attitudes, benefits, characteristics, and influences of development when working with children and have the students write a report on the one most interesting to them.*
d. *Discuss leadership opportunities with the students, such as competitive events and committee work, that are provided through student and youth organizations. Allow students to practice leadership in class and laboratory activities.*

2. *Identify responsibilities of care givers for protecting children's health and safety.*
   a. *Following discussion of safety procedures, have the students break into groups and demonstrate one area of the safety techniques.*
   b. *Following discussion of safety procedures, have the students break into groups and demonstrate one area of the safety techniques.*
   c. *Following an explanation of proper sanitation practices, have the students demonstrate sanitation procedures as an ongoing activity.*

***Suggested Assessment Strategies:***

1. *Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.*
   a. *Evaluate written and/or oral reports according to teacher assigned criteria.*
   b. *Evaluate the update of the Career/Educational Plan for correctness.*
   c. *Evaluate the written report according to teacher assigned criteria and review the report for changes in interest at the end of the course.*
   d. *Use a teacher made checklist to assess leadership skills throughout the year.*
2. *Identify responsibilities of care givers for protecting children's health and safety.*
   a. *Have the students critique the demonstrations presented by the groups. Information from the discussion will be evaluated by the unit test.*
   b. *Have the students critique the demonstrations presented by the groups. Information from the discussion will be evaluated by the unit test.*
   c. *Evaluate the ongoing practice of daily sanitation procedures with a daily checklist.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982.

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Introduction CDS Program I for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 2: STAGES OF CHILD DEVELOPMENT (30 days)

**Competencies and Suggested Objectives:**

1. Introduce areas of development from conception to birth.
   a. Describe the stages of development of an unborn child.
   b. Describe how heredity and environmental influences affect prenatal development.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C3, C6*
   *M2*
   *S1, S7*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*
2. Introduce areas of development from birth to six years.
   a. Discuss ages of children and appropriate developmental stages.
   b. Discuss the social, emotional, intellectual, and physical developmental areas of the child from birth to six years.

   *Related Academic Topics (See Appendix A):*
   *C1, C3, C6*
   *M1, M2*
   *S1, S7*

   *Workplace Skills (See Appendix B):*
   *WP1, WP6*

***Suggested Teaching Strategies:***

1. *Introduce areas of development from conception to birth.*
   a. *Have the student develop a chart depicting the stages of development of an unborn child from conception to birth.*
   b. *Develop a list contrasting the normal development of babies before birth as opposed to the abnormal development due to hazardous practices which interfere with normal development.*
2. *Introduce areas of development from birth to six years.*
   a. *Using a matching activity, have the students correlate the ages of children and appropriate developmental stages.*
   b. *Explain the interrelationship of social, emotional, intellectual, and physical development of the child birth to six years.*

***Suggested Assessment Strategies:***

1. *Introduce areas of development from conception to birth.*
   a. *Evaluate the chart developed according to teacher specifications, i.e., accuracy, detail, and creativity.*
   b. *Evaluate the list for completeness and accuracy.*
2. *Introduce areas of development from birth to six years.*
   a. *Evaluate the matching activity according to accuracy and completeness.*
   b. *Evaluate a unit test.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

The Developing Child, Unit F, Significant Areas of Development. M21, M22, M23, M24. Magna Systems, West County Line 95, Barrington, IL 60010. (Video)

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Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co., Inc. 1994.

Human Genetics CDS Program 3 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Infancy & Toddlerhood CDS Program 5 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Pregnancy and You (IBM); Queve, 562 Boston Avenue, Bridgeport, CT 06610. Phone: 1-800-232-2224 or 203-335-0908. (Software)

Prenatal Development CDS Program 4 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Process of Child Development III, Child Development from Three to Five; 236 E. Front St., Bloomington, IL 61701, Phone: (309) 827-5455 or 1-800-727-5507. (ME-2309; 16:07) (Video)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

Theories of Child Development CDS Program 2 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 3: CARE GIVING SKILLS (30 days)

**Competencies and Suggested Objectives:**

1. Identify guidance techniques for behavioral management.
   a. Name and define the guidance styles to include authoritarian, authoritative, democratic, and permissive.
   b. Identify appropriate verbal and nonverbal guidance techniques.
   c. Discuss and recognize factors involved in positive personality traits in children, to include motivation, assertiveness, initiative, redirecting of behavior, and adapting to peers.

   *Related Academic Topics (See Appendix A):*
   *C2, C3,* C5, C6

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*
2. Analyze the effects of the child care giver's involvement and of the environment on children's behavior.
   a. Identify the purpose and techniques used for observing children.
   b. Discuss the reasons for children's behavior.
   c. Recognize the caregiver's level of involvement in children's daily routine including free and directed play.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C3, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*

***Suggested Teaching Strategies:***

1. *Identify guidance techniques for behavioral management.*
   a. *Have the students role play each of the guidance styles.*
   b. *Using a list of negative statements, restate them as positive guidance techniques and role play the situations from negative to positive.*
   c. *Following a discussion of the personality traits, videotape a class at free play. Have the students evaluate the video in a written report.*
2. *Analyze the effects of the child care giver's involvement and of the environment on children's behavior.*
   a. *Following discussion of information, assign the students to match techniques used in observing children with real life situations. Information provided in this competency will be used throughout the year.*
   b. *Have the students state the reasons for children's behavior.*
   c. *Using the video from Suggested Teaching Strategy 1c, have the students critique the care giver's level of involvement in the children's play.*

***Suggested Assessment Strategies:***

1. *Identify guidance techniques for behavioral management.*
   a. *Video the role playing situation and have the students critique the situations.*
   b. *Evaluate from the list of statements and restatements, and critique the role play situation.*
   c. *Evaluate the written report for accuracy.*
2. *Analyze the effects of the child care giver's involvement and of the environment on children's behavior.*
   a. *Evaluate the matching activity for correctness.*
   b. *Evaluate from questions in the unit test.*
   c. *Evaluate the critique of the video for accuracy.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Basic Parenting Skills. Cambridge Career Products, P.O. Box 2153, Charleston, WV 25328, Phone: 1-800-468-4227. Copyright 1990. Cambridge Research Group, Ltd. (Video)

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

The Developing Child, Unit D, Meeting the Needs of Children. M13, M14, M15, M16. Magna Systems, West County Line 95, Barrington, IL 60010. (Video)

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co., Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Parents Learning about the World. Exclusively distributed by Karl Lorimar. Home Video, Inc., 17942 Cowan, Irvine, CA 92714. Also available through Karl Lorimar Home Video Canada, Ltd., 70 The Esplanade, Toronto, Ontario, Canada M5E IR2. (Video)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 4: PROTECTING CHILDREN'S HEALTH AND SAFETY (30 days)

**Competencies and Suggested Objectives:**

1. Review providing for children's nutritional needs for growth and energy.
   a. Discuss food pyramid and daily requirements for children including snacks.
   b. Discuss importance of nutrition and physical and intellectual development in children.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C5*
   *M1*
   *S1, S5, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP5, WP6*
2. Discuss child safety and the responsibilities of parents and caregivers for safety of infants and children up to age six.
   a. Explain ways to protect children from diseases and illnesses.
   b. Discuss the part immunization plays in the prevention of illness.
   c. Recognize emergency situations and plan appropriate responses to include first aid, CPR, and basic rescue.
   d. Discuss types of child abuse, prevention, and reporting processes.
   e. Demonstrate the ability to clean and sanitize equipment and facilities used by the children.
   f. Create a safe environment for young children using simple safety practices.

   *Related Academics (See Appendix A):*
   *C2, C3, C4, C5*
   *M1*
   *S1, S5, S7, S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP5, WP6*

***Suggested Teaching Strategies:***

1. *Review providing for children's nutritional needs for growth and energy.*
   *a. Have the students apply information provided by planning a week's menus for meals and snacks for children ages 1-6. Using these menus, arrange a model plate for portion and aesthetic appeal.*
   *b. Divide the class into groups, and have each group create a brochure, poster, or display for parents listing the required nutrients, portions, and their importance in the child's diet to include meals and snacks.*

2. *Discuss child safety and the responsibilities of parents and caregivers for safety of infants and children up to age six.*
   a. *Using information from the explanation, groups will demonstrate ways to prevent the spread of infectious diseases, and deal with food allergies and special diets.*
   b. *Following discussion, the students will review a checklist of communicable diseases and immunization schedule.*
   c. *Using information provided, have the students demonstrate first aid procedures on a functioning model/mannequin to include infant and toddler.*
   d. *Have the students create and present a puppet show depicting types of child abuse, alternatives for prevention, and the reporting process.*
   e. *Assign to students to work in groups. Each group will generate checklists of sanitation procedures for equipment and facilities.*
   f. *Have the students make posters to illustrate one safety rule regarding the facility or equipment used by children.*

***Suggested Assessment Strategies:***

1. *Review providing for children's nutritional needs for growth and energy.*
   a. *Evaluate from teacher assigned criteria.*
   b. *Evaluate from teacher assigned criteria.*
2. *Discuss child safety and the responsibilities of parents and caregivers for safety of infants and children up to age six.*
   a. *Evaluation from teacher observation.*
   b. *Evaluate from unit test.*
   c. *Evaluation from teacher observation.*
   d. *Teacher observation.*
   e. *Unit test.*
   f. *Evaluate from teacher assigned criteria.*

**Suggested References:**

Baby Alive Emergency Treatment. Accident Prevention. Approved by the American Academy of Pediatrics. (Video)

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care: Indoor Safety. C21. Bergwall Video Productions, Inc., P.O. Box 238, Garden City, NY 11530-0238. (Video)

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

David Horowitz Presents, The Baby-safe Home. Don't Let Your Child Become a Victim. 1985 Embasy Home Entertainment, 1901 Avenue of the Stars, Los Angeles, CA 90067. (Video)

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Family Child Care Health and Safety. Redleaf Press, a Division of Resources for Child Caring, 450 North Syndicate, Suite 5, St. Paul, MN 55104, Phone: 1-800-423-8309. ISBN 1-878397-09-5. (Video)

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 5: PRACTICING DEVELOPMENTALLY APPROPRIATE ACTIVITIES (30 days)

**Competencies and Suggested Objectives:**

1. Analyze the importance and purpose of play.
   a. Discuss physical development, intellectual and cognitive development, social development, and creativity which occur during play.
   b. Plan and present an age appropriate activity related to each of the following areas: art, music, language, science, pre-math, and social studies.
   c. Demonstrate the ability to interact with children in a real life situation.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C3, C4, C6*
   *M1, M7*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP5, WP6*

***Suggested Teaching Strategies:***

1. *Analyze the importance and purpose of play.*
   a. *Have the students interpret video and still life photographs of children in the various stages of play as presented in the classroom discussion.*
   b. *Have the students apply the information demonstrated to design and present an age appropriate activity related to each of the following areas: art, music, language, science, pre-math, and social studies.*
   c. *Have each student present the one most interesting activity from 1b in a real life situation.*

***Suggested Assessment Strategies:***

1. *Analyze the importance and purpose of play.*
   a. *Evaluate the student interpretation of the video and still life photographs for correctness.*
   b. *Evaluate using a teacher assigned checklist.*
   c. *Evaluate using teacher observation.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982.

Classroom with Blocks. National Association for the Education of Young Children, 1834 Conneticut Avenue, NW, Washington, D.C. 20009, Phone: 1-800-424-2460. NAEYC #821. (Video)

The Creative Curriculum Distributed by: Teaching Strategies Inc., 6407 32nd Street, NW, Washington, D.C. 20015. (Video)

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Preschool CDS Program 6 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

SECA--resources
MECA--resources
Science discovery kits
Math--Hands-on manipulative lab
Sing and Learn for Music
Rhythm sets for music
Big book set and display center

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES I
## UNIT 6: EMPLOYABILITY SKILLS (15 days)

**Competencies and Suggested Objectives:**

1. Explore skills and procedures necessary for seeking employment in the child care area.
   a. Discuss the process of researching and critiquing a child care occupation.
   b. Describe the method for preparing a resume.
   c. Identify the appropriate procedures for participating in an interview.
   d. Demonstrate the correct procedure for completing an application form.
   e. Discuss the correct procedure for preparing a letter of application.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C4,*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3, WP6*

***Suggested Teaching Strategies:***

1. *Explore skills and procedures necessary for seeking employment in the child care area.*
   a. *Have the student research and report on a child care occupation to include salary, fringe benefits, education, job responsibilities, and future outlook.*
   b. *Have the student prepare a resume on the computer to include correct format, spelling, capitalization, word division, content, and punctuation.*
   c. *Have the student demonstrate a mock interview to include appearance, verbal and nonverbal communication, poise, and knowledge of skills on videotape. The student should then critique the interview.*
   d. *Have the student complete an application form to include correct grammar, format, spelling, capitalization, word division, content, and punctuation.*
   e. *Have the student prepare a letter of application to include correct grammar, format, spelling, capitalization, word division, content, and punctuation.*

***Suggested Assessment Strategies:***

1. *Explore skills and procedures necessary for seeking employment in the child care area.*
   a. *Evaluate the report using the provided criteria.*
   b. *Evaluate the resume using the provided criteria.*

c. *Evaluate the videotape of the mock interview and the student critique using the provided criteria.*
d. *Evaluate the completed application form using the provided criteria.*
e. *Evaluate the completed letter of application using the provided criteria.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982.

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

Successful Job Interviewing. Microcomputer Educational Programs, MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, Michigan 49007. Phone: 1-800-421-4157 Nationwide; 616-345-8681 in Michigan. (Software)

There's a Career for You in Home Economics. Copyright © 1985 MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo MI 49007. (Software)

Where Do I Look and What Do I Do? The Job World Series, Education Associates, 8 Crab Orchard Road, P.O. Box Y, Frankfort, Kentucky 40602. (Software)

# CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II
## UNIT 1: THE CHILD CARE PROFESSIONAL (15 days)

**Competencies and Suggested Objectives:**

1. Review occupational and leadership opportunities in Child Care and Guidance Management and Services.
   a. Continue to investigate educational and career opportunities.
   b. Re-examine leadership opportunities available from student youth organizations in the school and community, including HERO.

   *Related Academic Topics (See Appendix A):*
   *C1, C5, C6*

   *Workplace Skills (See Appendix B):*
   *WP2, WP3*
2. Examine characteristics of a competent child care worker.
   a. Employ appropriate job communication skills (both verbal and written).
   b. Identify the personal characteristics of a competent child care worker to include attitude, appearance, and work ethics.
   c. Outline the procedures for preparing a personal and professional portfolio.

   *Related Academic Topics (See Appendix A):*
   *C1, C3, C5, C6*

   *Workplace Skills (See Appendix B):*
   *WP1, WP2, WP3, WP4, WP6*

***Suggested Teaching Strategies:***

1. *Review occupational and leadership opportunities in Child Care and Guidance Management and Services.*
   a. *Have a counselor present registration packets for community colleges and career information, an instructor from a community college present postsecondary curriculum and career opportunities, and utilize site visits to a community college and child care centers.*
   b. *Describe leadership opportunities available from student youth organizations in the school and community, including HERO.*
2. *Examine characteristics of a competent child care worker.*
   a. *Oral Communication: Role play situations of proper verbal communication to include parents, peers, children, and telephone etiquette. Written Communication: Have the students use professional written communication to include grammar, writing, and composition skills.*
   b. *Have the student perform a periodic self-evaluation based on assigned criteria from the corresponding objective as an ongoing project.*

c. *Assign students to generate a personal and professional portfolio to include a philosophy of child care which states goals of the program, how children learn, what they can learn, and how they should be taught; have students update resume, and letters of application and recommendation.*

***Suggested Assessment Strategies:***

1. *Review occupational and leadership opportunities in Child Care and Guidance Management and Services.*
   a. *Students will critique information provided by activities using assigned categories.*
   b. *Use a teacher made checklist to assess leadership skills throughout the year.*
2. *Examine characteristics of a competent child care worker.*
   a. *Oral Communication: Evaluate according to assigned criteria. Written Communication: Evaluate written assignments for correctness.*
   b. *Self-evaluation to be critiqued by teacher.*
   c. *Portfolio to be evaluated for accuracy and completeness.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Microcomputer Educational Programs. MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007, Phone: 1-800-421-4157 Nationwide; 616-345-8681 in Michigan. (Software)

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

There's a Career for You in Home Economics. Copyright © 1985 MCE Inc., 157 S. Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007. (Software)

Where Do I Look and What Do I Do? The Job World Series, Education Associates, 8 Crab Orchard Road, P.O. Box Y, Frankfort, Kentucky 40602. (Software)

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II
## UNIT 2: CREATING A SAFE AND HEALTHY ENVIRONMENT (60 days)

**Competencies and Suggested Objectives:**

1. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.
   a. Design and arrange indoor and outdoor environment appropriately for the developmental age to encourage positive child management.
   b. Select age appropriate indoor and outdoor play equipment and materials for physical, cognitive, social, and creative play.

   *Related Academic Topics (See Appendix A):*
   *C2, C4, C5, C6*
   *M1, M7*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP6*

***Suggested Teaching Strategies:***

1. *Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.*
   *a. and b. Have the student design a model and select equipment and materials for indoor and outdoor facility for preschool children to include learning centers, traffic patterns, large/small group activities, large and small muscle development, rest rooms, exits, and storage.*

***Suggested Assessment Strategies:***

1. *Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.*
   *a. Evaluate project according to outdoor and indoor environment design and arrangement.*
   *b. Evaluate project according to selection of appropriate indoor and outdoor equipment and materials.*
   *a. and b. Evaluate the project as a whole.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II
## UNIT 3: PLANNING THE PROGRAM (55 days)

**Competencies and Suggested Objectives:**

1. Employ guidelines for learning experiences.
   a. Identify characteristics of different types of quality child care programs.
   b. Develop and demonstrate a daily plan utilizing skills for a preschool program such as cognitive skills, time blocks, various activities, and learning centers.
   c. Specify planning procedures using unbiased enrichment activities for preschool children including exceptional and culturally diverse children based on Piaget's developmental stages.
   d. Relate appropriate parent/teacher communication.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C4, C5, C6*
   *M1, M7*
   *S8*

   *Workplace Skills (See Appendix B):*
   *WP2, WP4, WP5, WP6*

***Suggested Teaching Strategies:***

1. *Employ guidelines for learning experiences.*
   a. *Assign the student to identify and describe types of child care programs to include Head Start, parochial, private owned, business owned, and public funded child care. The student will also critique characteristics of a quality child care center to include staff/child ratio; competent personnel; clean and safe environment; health and nutrition; meet licensure standards; appropriate discipline; developmental plan of activities; and facilities, toys, and equipment.*
   b. *Have the student develop and demonstrate a daily plan for a preschool program to include cognitive skills, time blocks, active/quiet activities, indoor/outdoor activities, transition time activities, individual/group activities, and learning centers (art, language arts, dramatic play, music, manipulatives, science, blocks, outdoor classroom).*
   c. *Assign the student to plan and use unbiased enrichment activities consisting of field trips, media resources, resource people, and/or teacher made/commercial materials for preschool children including exceptional and culturally diverse children.*
   d. *Have the students practice appropriate parent/teacher communication to include written communication, newsletters, parent/teacher meetings, and bulletin boards.*

***Suggested Assessment Strategies:***

1. *Employ guidelines for learning experiences.*
   a. *Evaluate from unit test and teacher assigned guidelines for critique.*
   b. *Evaluate the plan using teacher assigned guidelines.*
   c. *Evaluate the plan using teacher assigned guidelines.*
   d. *Evaluate the communication skills for correctness.*

**Suggested References:**

Adolescence CDS Program 9 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

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Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Learning Basic Skills. Music by Hap Palmer, P.O. Box 392, Freeport , NY 11520. 1986 Educational Activities, Inc. Backyard Productions. (Video)

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Montessori in your home. Best film & video Corp. Great Neck, NY 11021. (Video)

Preschool CDS Program 6 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

School Age CDS Program 8 for IBM PC & Compatibles; Route 1 Box 162, Amboy, MN 56010, Phone: (507) 674-3705. (Software)

## CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II
## UNIT 4: PROGRAM MANAGEMENT (20 days)

**Competencies and Suggested Objectives:**

1. Discuss the operation of a quality child care center.
   a. Interpret the standards and policy operations of the Mississippi Department of Health for licensing of child care centers.
   b. Identify and demonstrate appropriate management practices to include completion of records necessary for operation of a child care center.

   *Related Academic Topics (See Appendix A):*
   *C1, C2, C3, C5*

   *Workplace Skills (See Appendix B):*
   *WP1, WP2, WP4, WP6*

***Suggested Teaching Strategies:***

1. *Discuss the operation of a quality child care center.*
   a. *Have the students complete standards and policy operations for quality child care centers to include reports for health inspection, sanitation inspection, fire inspection, and food service inspection; and parent agreement forms.*
   b. *Assign students to identify appropriate management parctices to include completing records necessary for operation of a child care center to include financial records, children's records, and personnel records.*

***Suggested Assessment Strategies:***

1. *Discuss the operation of a quality child care center.*
   a. *Evaluate reports for accuracy and completeness.*
   b. *Evaluate management practices and records for accuracy and completeness.*

**Suggested References:**

Barrett, Karen Caplovitz, et.al. Child Development. Peoria, IL: Glencoe. 1995.

Brisbane, Holly E. The Developing Child: Understanding Children and Parenting (5th ed.). Mission Hills, CA: Glencoe/McGraw-Hill. 1994.

Child Care Volume I. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1982

Decker, Celia Anita. Children: The Early Years. South Holland, IL: The Goodheart-Wilcox Co. 1988.

Herr, Judy. Working with Young Children. Holland, IL: The Goodheart-Wilcox Co. Inc. 1994.

Mississippi Health Department Regulations. (Most recent edition for child care facilities)

Rosser, Caroline Spang. Planning Activities for Child Care. Warrensburg, MO: The Goodheart-Wilcox Co. Inc. 1993.

# SECTION III:

# RECOMMENDED TOOLS AND EQUIPMENT

## RECOMMENDED TOOLS AND EQUIPMENT FOR CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES

1. Letter machine w/gurbo cutter-w/die (1 per classroom)
2. Computer (1/5 students)
3. Printer with parallel 4-way
4. Electronic switcher (1per 3 computers)
5. Laminater (1 per classroom)
6. Food models (1 set per classroom)
7. Infant/child CPR mannequin (1 per classroom)
8. Prenatal model (1 per classroom)
9. Electronic baby (1 per classroom)

### INSTRUCTIONAL MATERIAL

1. Video camera (1 per classroom)
2. VCR/TV (1 per classroom)
3. Copy machine (Access Required)
4. 35 mm camera (1 per classroom)

# APPENDIX A:

# RELATED ACADEMIC TOPICS

# APPENDIX A

## RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

## EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

**RELATED ACADEMIC TOPICS FOR MATHEMATICS**

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make,and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

**RELATED ACADEMIC TOPICS FOR SCIENCE**

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

# APPENDIX B:

# WORKPLACE SKILLS

# APPENDIX B
## WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

# APPENDIX C:

# STUDENT COMPETENCY PROFILE

# STUDENT COMPETENCY PROFILE
# FOR CHILD CARE AND GUIDANCE MANAGEMENT SERVICES I

Student:_____

This record is intended to serve as a method of noting sutdent achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Safety

_____1. Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.
_____2. Identify responsibilities of care givers for protecting children's health and safety.

Unit 2: Stages of Child Development

_____1. Introduce areas of development from conception to birth.
_____2. Introduce areas of development from birth to six years.

Unit 3: Care Giving Skills

_____1. Identify guidance techniques for behavioral management.
_____2. Analyze the effects of the child care giver's involvement and of the environment on children's behavior.

Unit 4: Protecting Children's Health and Safety

_____1. Review providing for children's nutritional needs for growth and energy.
_____2. Discuss child safety and the responsibilities of parents and caregivers for safety of infants and children up to age six.

Unit 5: Practicing Developmentally Appropriate Activities

_____1. Analyze the importance and purpose of play.

Unit 6: Employability Skills

_____1. Explore skills and procedures necessary for seeking employment in the child care area.

# STUDENT COMPETENCY PROFILE
# FOR CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES II

Student:_____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: The Child Care Professional

_____1. Review occupational and leadership opportunities in Child Care and Guidance Management and Services.
_____2. Examine characteristics of a competent child care worker.

Unit 2: Creating a Safe and Healthy Environment

_____1. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.

Unit 3: Planning the Program

_____1. Employ guidelines for learning experiences.

Unit 4: Program Management

_____1. Discuss the operation of a quality child care center.